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ABSTRACT

This collection of 13 articles describes informal learning environments that occur outside traditional school settings; covers research-supported strategies for helping both students and teachers engage with and master concepts in school subject matter; and reviews school reform, and the current knowledge about what practices and principles are most likely to result in successful school changes. Articles and their authors are as follows: "Outside the Classroom Walls: Learning in Informal Environments" (Leona Schauble, DeAnna Banks Beane; Grace Davila Coates; Laura M. W. Martin; Peter V. Sterling); "Collaborative Planning and Community Literacy: A Window on the Logic of Learners" (Linda Flower); "Learning To Learn from Effective Tutors" (Connie Juel); "Motivation as an Emergent Issue in an After-School Program in El Barrio" (Pedro Pedraza; Jorge Ayala); "'This Question Is Just Too, Too Easy!' Students' Perspectives on Accountability in Science" (Beth Warren; Ann S. Rosebery); "Moving beyond Learning Alone and in Silence: Observations from the QUASAR Project Concerning Communications in Mathematics Classrooms" (Edward A. Silver); "Toward a Practice of 'Constructional Design'" (Mitchel Resnick); "A Classroom Environment for Learning: Guiding Students' Reconstruction of Understanding and Reasoning" (Jim Minstrell; Virginia Stimpson); "Challenging Prospective Teachers' Understandings of History: An Examination of a Historiography Seminar" (G. Williamson McDiarmid); "Schools for Thought: Overview of the Project and Lessons Learned from One of the Sites" (Mary Lamon; Teresa Secules; Anthony J. Petrosino; Rachelle Hackett; John D. Bransford; Susan R. Goldman); "Psychological Theory and the Design of Innovative Learning Environments: On Procedures, Principles, and Systems" (Ann L. Brown; Joseph C. Campione); "Accelerated Schools after Eight Years" (Henry M. Levin); and "Below the Surface of School Reform: Vision and Its Foes" (Joseph P. McDonald). References follow articles. (GR)